



The School believes that the term curriculum should be understood in its broadest sense and that it comprises all learning and other experiences planned for its students. This policy is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

### 1. Curriculum Intent:

We aim to provide an **ambitious, innovative and stimulating curriculum** for all. **High academic attainment** and the **development of widely-educated, confident and responsible young people** are the twin aims of our curriculum. It is **tailored to be academically challenging for our able cohorts** of students, the vast majority of whom study A Levels before beginning **university degrees or degree-level apprenticeships**.

Our students follow a balanced **academic curriculum** with the English Baccalaureate at its heart. We **prioritise student choice** to give each individual the opportunity to **proceed to destinations that meet their interests and aspirations**. This results in a **broad curriculum** and smaller examination set sizes than is typical in state schools nationally.

Our curriculum aims to **prepare students for a rapidly changing world** whilst **understanding and learning the best that has been thought, said and written**. We promote and recognise success in a **wide range of extra-curricular activities** to enable students to **discover and develop lifelong interests and talents**. This rich set of experiences **develops students' strength of character** and enables them to **become empathetic, resilient and independent**.

### 2. Curriculum Implementation:

#### The timetable

- The School operates a two week timetable. There are seven periods per day, each of which last for 45 minutes. There are 70 periods in each timetable cycle.
- Each morning has a 20 minute registration slot, when students attend whole School and key stage assemblies and vertical tutor groups in a weekly cycle. Each afternoon has a 5 minute registration.

## General principles

- In addition to the formal taught curriculum, an extensive range of extra curricular clubs and activities, subject enrichment and trips and visits are offered to all students.
- Aspects of Religious Education are covered through School assemblies and Chapel services. Where this may cause conflict, parents may request their child is withdrawn.
- There is a programme of careers education throughout a student's time at School.
- All lessons are taught in mixed ability groups within the context of our academically selective intake.
- Students also follow a programme of personal, social and health education throughout their time at School.
- All students have one period per week with their vertical tutor group (Years 8-11) or form group (Year 7) following a guided programme of activities.
- The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed at the Governors' Education Group.

## Lower School (Years 7&8 – Key Stage 3)

- Our Key Stage 3 curriculum is designed to be broad, rich and ambitious for every student. It is designed to give students the best start at secondary education and allow all to experience as wide a range of subjects in Years 7 and 8 as possible without the need for carousels. In doing so, we ensure that students build on the progress they have made and the high standards they have reached in primary school.
- In Year 7 all students study a very broad curriculum of:
  - English
  - Mathematics
  - Science
  - Mandarin
  - Latin
  - History
  - Geography
  - Religion, Philosophy & Ethics
  - Computer Science
  - Art
  - Design & Technology
  - Drama
  - Music
  - Physical Education and Games
  - Personal, Social, Health and Economic (PSHE) Education

- In addition, in Year 8, all students choose to study a third language from:
  - French
  - German
  - Spanish
- All subjects are taught by subject specialists who teach the full 11-18 age range. The extensive and diverse extra-curricular programme is enthusiastically taken up students. This includes, for example, one term's free music tuition on an instrument of their choice.

#### Middle School (Years 9,10 and 11 – Key Stage 4)

- The curriculum remains broad, rich and ambitious for every student. All students study 10 GCSEs and a Higher (Level 2) Project Qualification. All are required to study a modern or classical language and three separate sciences, the majority of students chose to take creative subjects (such as Art, Music and Design Technology) and the vast majority achieve the English Baccalaureate.
- Key Stage 4 is conducted over three years. We believe this offers a number of advantages:
  - It builds on the rapid progress made by students in a well-sequenced and well-taught Key Stage 3.
  - It allows students to spend additional time studying the subjects for which they have developed a passion in Key Stage 3. These subjects are often pursued by them at Advanced Level and beyond.
  - It gives students the time and opportunity to obtain the highest GCSE grades, with many achieving Grade 9 (e.g. in compulsory separate sciences)
  - It establishes the strongest possible foundation for further study in the Sixth Form; the destination for the vast majority.
  - It allows students to benefit from smaller class sizes and increased teacher contact-time in options subjects.
  - It allows departments to deepen the content taught beyond the GCSE specification, thus enriching the curriculum.
  - It provides subject-specific benefits which vary from department to department (see Key Stage 4 Policy)
- In the Middle School all students study the core curriculum of:
  - English Language
  - English Literature
  - Mathematics
  - Biology
  - Chemistry

- Physics
- Religion, Philosophy & Ethics
- Physical Education and Games
- Personal, Social, Health and Economic (PSHE) Education
- In addition, students must study a modern or classical language from:
  - French
  - German
  - Classical Greek
  - Mandarin
  - Spanish
- Students also have a free choice of three 'option' subjects from:
  - Art
  - Computer Science
  - Design & Technology
  - Geography
  - History
  - Latin
  - Music
  - Statistics
- The School endeavours to meet the subject requests of all students; however, at times this may not be feasible, due to the constraints of the timetable.
- There is a vast range of extra-curricular and enrichment activities beyond the formal curriculum. These are offered to all students, even if they are not continuing to study the subjects at GCSE. For example in: Sport, Music, Drama, STEM.

#### Adapting the curriculum for individual students

- The Headmaster has powers in relation to the day-to-day management of the curriculum by virtue of his office and he shares this responsibility with the Deputy Headmaster (Academic). Any requests relating to an adaptation of a student's curriculum must be made in writing to the Headmaster. The Headmaster will then make the final decision relating to any changes. This may include the number of subjects studied and the qualifications entered for.

### **3. Curriculum impact:**

The impact of our curriculum is assessed by considering:

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects.
- The range and variety of extra-curricular and enrichment activities and students' participation in them as indicated by the King Edward VI Award.
- The retention of students from Year 11 into the Sixth Form.
- The numbers of students applying to join the School in Year 7 and Year 12.
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level.
- The destinations of our leavers at Year 11 and Year 13.
- Annual reviews of the PSHE and assembly programme.

If parents require any further information about the curriculum they should contact the Deputy Headmaster - Academic, Mr Thomas Walton on [tmw@kes.net](mailto:tmw@kes.net)

### **Complaints Procedure**

If a parent feels that the School is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them, he/she can make a formal complaint, in writing, to the Governing Body. If a person is dissatisfied with this response, the complaint can be forwarded to the Secretary of State for Education. For additional information refer to the School Complaints Policy.

Annexes:

- A. Timing of the School day
- B. Curriculum Model 2022-23
- C. Sixth Form Study Programme

## Annex A: Timing of the School Day

08:50 – 08:55	Registration
08:55 – 09:10	Chapel/Assembly
09:10 – 09:55	Period 1
09:55 – 10:40	Period 2
10:40 – 11.45	Period 3 (including BREAK)
11:45 – 12:30	Period 4
12:30 – 13:15	Period 5
13:15 – 14:20	LUNCH
14.20 – 14.25	Registration
14:25 – 15.10	Period 6
15.10 – 15.55	Period 7



## Annex C: Sixth Form Study Programme

